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ABSTRACT

This study examines the perceptions of legislators in Natrona County, Wyoming, concerning the impact community college attendance has on a student's future earning power. Eight congressmen and four senators were interviewed between November 30, 2000, and January 31, 2001. Results included: (1) nine legislators held perceptions that could be classified as clear and convincing about the role education plays in the ability to enhance earning capacity, yet none offered an estimate as to how much that difference might be; (2) six legislators provided dialogue that clearly identified a belief in a graduated benefit to attending college; earning power was likely impacted by attending, and the longer a student attended the more enhanced the earning power; (3) the fewest number of legislators indicated that there might be a monetary benefit to attending college, but they offered some type of qualification for this position; and (4) five legislators discussed their positive perceptions of Casper's role in providing opportunities for improving job skills. This report also presents a student wage study that is compared with the legislators' perceptions, demonstrating that: (1) there is a clear benefit to graduating from a community college; and (2) there is also a graduated and qualified benefit to attending college. (Includes 11 tables and 4 figures, with legislator quotes.) (EMH)

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The Reality of Perceptions: The Future Earning Power of Community College Students

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INTRODUCTION

Does completion of a course of study at a community college have a positive impact on one's earning power? This question is often asked and the answers that are offered usually coincide with individual perceptions. Sometimes attempts are made to quantify the impact on income through self-reported graduate surveys. This study took a triadic approach to examining this question. First, perceptual data were obtained through a series of personal interviews of the entire Natrona County delegation to the fifty-sixth Wyoming State Legislature. Next, college student records were merged with State of Wyoming wage records to determine to what degree education impacts earning power. Finally, the perceptions data were compared to the wage record data to determine the validity of the perceptions that one Wyoming county's state legislators hold regarding this question.

On average the state provides about 60% of the funding for the community colleges in Wyoming. It is for this reason that the perceptions of the Natrona County state legislative delegation were felt to be important as this group of individuals plays a significant role in determining the funding level for the community colleges in Wyoming.

LEGISLATOR PERCEPTIONS

Natrona County has a twelve-member delegation serving in the Wyoming Legislature. Eight serve in the State House of Representatives and four serve in the State Senate. The house members are elected for two-year terms while

senators serve four-year terms. Individual state legislative tenure ranged from newly elected to eighteen years. The mean tenure is 8.08 years, while the median is 8 years. The delegation is comprised of nine men and three women.

The interviews were conducted between November 30, 2000 and January 31, 2001. This interview schedule represents that period of time immediately after the general election and (except for the interview of one senator) prior to the start of the legislative session. This time frame was desirable because it would allow for the current legislative delegation to be identified by the voters and it would be early enough for them not to have had their perceptions influenced by the lobbying associated with the typical legislative session.

All interviews were transcribed verbatim and a quality-reliability check indicated that the transcripts were reflective of the interviews and thus were reliable. Each legislator was asked a series of questions that sought to identify and record their perceptions about the various ways that Casper College impacts a variety of economies. For purposes of this article there were two areas of primary interest. Legislators were asked whether they believed that attending Casper College made a difference in the ability of a student to get a job. They also were asked to discuss their thoughts concerning the relationship between attending Casper College and increased earning potential (the return on the student's investment in college).

The legislator interviews were coded using HyperRESEARCH. The analysis of the coded data indicated five different general types of perceptions concerning the benefit that attending Casper College has on students' ability to

obtain a better job and enhance their earning power. The categories of legislator beliefs were easily classified as follows:

- Clear and Convincing Benefit—The legislator was not hesitant in acknowledging that there was a definite benefit.
- Graduated Benefit—The legislator indicated that there was a benefit but it may be influenced by variables such as program and length of study.
- Qualified Benefit—The legislator was able to see a benefit for some people but not necessarily an equal benefit for all who attend.
- Improved Job Skills—The legislator believed that Casper College provided an avenue for students to improve their job skills and either get a job or advance in their current position.
- Small Investment—The legislator believed that the cost of attending college in Wyoming was small and therefore it was easier for students to realize a return on their investment.

Legislators often held perceptions that could be placed in more than one of the categories. Only three legislators had a clear perception that was categorized in one category only and none of the legislators held perceptions that crossed the entire spectrum of categories. Table 1 indicates the type of benefit identified and the number of legislators that held that perception.

Table 1

Categories of Legislator Perception

Legislator	C & C Benefit	Graduated Benefit	Qualified Benefit	Improved Job Skills	Small Investment
One	X				
Two	X	X		X	X
Three	X		X	X	
Four				X	
Five		X	X	X	X
Six	X				
Seven	X	X			
Eight	X	X			
Nine	X			X	
Ten		X	X		X
Eleven	X	X			
Twelve	X		X		X

Though nine legislators held perceptions that could be classified as clear and convincing about the role that education plays in one's ability to enhance their earning capacity, not one of them offered an estimate as to how much that difference might be. Their unwillingness to volunteer statements about the amount of difference that attending college might make in the earning potential of a person seems to be based more on the long held truism that "if someone goes to college they obviously must obtain better paying jobs than those people who do not go to college." Their statements appear to be based more on feelings than facts. Table 2 presents the legislators' perceptions that there was a clear and convincing benefit to attending college relative to later earning power. Sometimes more than one statement of a particular legislator could be classified as indicating a clear and convincing belief in the benefit of college.

Table 2

Perception of a Clear and Convincing Benefit

Legislator One	Absolutely.
Legislator Two	Absolutely.
Legislator Two	There is no question about that.
Legislator Three	I feel strongly it improves your opportunity to make more money and it improves your chances of getting a job.
Legislator Six	Of course it does.
Legislator Six	Yes, that certainly is true
Legislator Seven	It's a big elevation.
Legislator Eight	I think there certainly is, because if you get an associate's degree it's going to help you get a job that pays more money.
Legislator Eight	I certainly think that's money well spent.
Legislator Nine	It definitely impacts them.
Legislator Nine	That in return means a better salary for those people then they would have had.
Legislator Eleven	I think it is very clear.
Legislator Twelve	I believe it to be a good deal.

Six legislators provided dialogue that clearly identified a belief in a graduated benefit to attending college. They indicated that earning power was likely impacted by attending college but that the more you attended the more likely the positive impact. One legislator acknowledged that program selection in college also played a role in enhancing one's wages. It is interesting to note that one of the legislators who had previously indicated a clear and convincing benefit went on to recognize that there was a general expectation that education was related to better paying jobs. The only legislator to offer a specific percentage that attending college impacts earning ability is among this group. Table 3 presents the legislators' perceptions that there was a graduated benefit.

Table 3

Perceptions of a Graduated Benefit

Legislator Two	I think that there is the general expectation that when a student goes to college they are going to have a better paying job.
Legislator Five	But ultimately, we hope to be able to provide a little bit better for our families by way of enhanced salary or improved working salaries and conditions, which again makes us a success in life and so therefore education is equated with success in life.
Legislator Seven	I'd say we would be comparing a high school graduate's income against an associate's degree or even in some cases bachelor's degree, and in some cases even higher degrees.
Legislator Seven	I would guess you are on the order of 10% or greater for each on of those steps.
Legislator Seven	Each stem completed in your higher education would lead to nominal; say 10% increase in earning potential
Legislator Eight	But, any time you can enhance your education by an extra year of two or three or four or six or what ever or even go for a doctorate, its certainly going to enhance your earning ability.
Legislator Ten	Obviously, the higher they go up in their education the better their earning capacity is going to be.
Legislator Eleven	I have a thing set up that shows the progression in the nursing area, where the CNA people get a dollar or two above the minimum wage, add another couple dollars, almost up to the state average wage, for the people that are LPN's and then for the one's that get an RN training you're going up fifteen or twenty dollars an hour probably.
Legislator Eleven	And that kind of progression holds for a whole lot of different occupations that in this day and age somebody, particularly somebody just starting out with just a high school degree is likely to not do very well until they acquire some skills that you get at Casper College.

The fewest number of legislators provided discussions that could be labeled as being in the qualified benefit category. Individuals in this group seemed to indicate that there might be a monetary benefit to attending but they offered some type of qualification for their position. This appeared to be the true politician speaking. They were reticent to take a position against something as obvious as the value of higher education, but they also wanted to provide themselves some room to negotiate if the perceived benefit actually did not prove to be real. This is the group that couches its answers in terms like "as a general rule" and "stands a better chance." Table 4 presents the legislators' perceptions that there was a qualified benefit to college relative to after college earnings.

Table 4

Perceptions of a Qualified Benefits

Legislator Three	As a general rule, they would make more money.
Legislator Three	They would also stand a better chance of getting employment.
Legislator Three	It would increase their chance of getting a job over someone that didn't have the education.
Legislator Three	Yea, if you can get a better job.
Legislator Three	Some are probably benefiting a lot more than others depending on what course they take and what the demand is for that at the time.
Legislator Five	Even the non-brightest student realizes that a student loan, a very small student loan, is repayable within a very short time frame should he become successful in his educational endeavor at Casper College or wherever.
Legislator Ten	From what I hear it's got to be one of the better deals.
Legislator Twelve	I do not know exactly how much they're paying, but I believe it to be a good deal.

Five legislators discussed their perceptions of Casper College's role in providing opportunities for improving job skills. Some spoke of specific programs that they were aware of either because of media coverage or first hand knowledge as business owners. They clearly discussed the impact that the college has with dislocated workers and in training employees for new businesses. These data are presented in Table 5.

Table 5

Perceptions of Improved Job Skills

Legislator Two	I think that the college makes a terrific impact in returning students, who have been dislocated from their jobs.
Legislator Two	They see they're not going to get any further without additional education, or displaced homemakers for instance who maybe haven't been in the market place but need to be in the market place, and the way they can get there is through additional education.
Legislator Three	So, there are things even if you get a job that are not directly related to your degree sometimes you know, sometimes that degree still helps you get the job.
Legislator Four	Specialized training as we mentioned with Becker and Boise Cascade and there's also the crafts area where you can get into diesel mechanics and welding and then some of the specialty skills like nursing and the technology lab for how you help handicapped people survive at home or survive better at home. Those type of educational things are really good for students.
Legislator Five	A student who insists on his right to go enhance his educational abilities is essentially either looking to improve his or her capabilities in the job that they are currently in or they choose to seek another career.
Legislator Nine	They come out in an area or a field where they can go into the workplace and be an asset to the company from the get-go, rather than trying to train them from day one up to where they need to be at the time they walk out of the college.
Legislator Nine	It means a better product for our company or for any other company because you've got someone that's already trained and available that you don't have to bring through all the steps to get them where they are a productive individual, to make you some money, to further your business.

The final legislator perception that could be identified was concerned with the obvious benefit that was available to students because of the small cost associated with attending Casper College. Table 6 provides legislators' perceptions on a small investment for the benefit.

Table 6

Perceptions of A Small Investment for the Benefit

Legislator Two	I think statistically, it costs way more to educate a student than tuition applies.
Legislator Five	With Wyoming tuitions being as low as they are, the raw cost of education to an entry-level student at a community college in Wyoming is seriously undervalued.
Legislator Ten	Having that opportunity to do it at probably one of the lowest cost levels in the country would have to make it available to a greater percentage of the students, and particularly local students.
Legislator Ten	They're paying roughly 17% if the total cost.
Legislator Twelve	I believe (the cost) to be a good deal when compared with other higher education institutions.

The Natrona County state legislative delegation's perceptions are indicative of beliefs that are valid on their face and as such there is no need to ask for hard data to support them. It appears that the people charged with making funding decisions believe, or want to believe, that people who attend college will be rewarded with better paying jobs that allow for a higher standard of living. This makes selling the costs of higher education easier. However, there were no hard data provided except for an estimate of a 10% increase in income for each level of education achieved. This qualitative information is

crying for quantitative data to evaluate the foundation on which these beliefs are held.

WAGE RECORD DATA

In 1999 Casper College entered into a memorandum of understanding (MOU) with the Research Department of the Wyoming Department of Employment to share data about graduates of Casper College. The project merges graduation data from the College with wage record data from the Department of Employment to allow the College to gain accurate information about how graduates interact with the Wyoming work world. The project was undertaken for the purpose of documenting the impact that completing a program of study has on a student's earning power. Additionally the College was concerned with how its program offerings matched the job market for the local area. Finally, employers would be surveyed by a third party and more reliable information would be gathered concerning the College's effectiveness in providing a skilled workforce. Data developed under this MOU would be used to program improvements to better prepare students to apply the skills necessary to succeed in the labor market.

The resulting data are not without their limitations however. As pointed out by Mundhenk (2000) wage record data only accounts for those individuals working in a particular state, Wyoming in this instance. It also has limitations within each state. Not found in these records are individuals working for the federal government, persons in the military, farm workers and persons who are

self employed. Even with these limitations these data are better than self reported data gained from graduates, because they track the person each quarter as they actually interact with the employment market.

For purposes of this study, students who graduated from Casper College during the years 1996, 1997, and 1998 were used as the study population. Their employment wage history was tracked for up to twenty-six (26) work quarters prior to completion of college. The tracking also continued for no less than eight (8) quarters after graduation. Because many factors other than education can influence earning power a stratified, random control group was also selected for each graduation year from the general workforce and controlled for age and sex. Table 7 provides gender and age information on the study population and the control population.

Table 7

Population Gender and Age

Gender & Age	1996 Grads %	1996 Control %	1997 Grads %	1997 Control %	1998 Grads %	1999 Control %
F 16-19	0-= 0.0	0= 0.0	1= 0.3	56= 0.4	0= 0.0	0= 0.0
F 20-24	116= 33.0	6572=34.2	98= 33.2	4648=34.3	121=33.9	7650=34.6
F 25-34	59= 16.8	3092=16.1	38= 12.9	1512=11.2	57=16.0	3225=14.6
F 35-44	33 = 9.4	1546= 8.1	34= 11.5	1400=10.3	32= 9.0	1875= 8.5
F 45-54	14= 4.0	837= 4.4	13= 4.4	560= 4.1	16= 4.5	600= 2.7
F 55-64	1= 0.3	64= 0.3	2= 0.7	112= 0.8	1= 0.3	75= 0.3
F 65+	0= 0.0	0= 0.0	1= 0.3	56= 0.4	0= 0.0	0= 0.0
M 16-19	4= 1.1	257= 1.3	4= 1.4	224= 1.7	4= 1.1	300= 1.4
M 20-24	75= 21.4	4124=21.5	73= 24.7	3416=25.2	75=21.0	5175=23.4
M 25-34	33= 9.4	1932=10.1	24= 8.1	1232= 9.1	34= 9.5	2475=11.2
M 35-44	8= 2.3	386= 2.0	6= 2.0	280= 2.1	13= 3.6	525= 2.4
M 45-54	7= 2.0	322= 1.7	1= 0.3	56= 0.4	4= 1.1	225= 1.0
M 55-64	1= 0.3	64= 0.3	0= 0.0	0= 0.0	0= 0.0	0= 0.0
	351=100%	19196=100	295=100	13552=100	357=100	22125=100

The initial data that were gathered compared Casper College program completers, those students obtaining a degree or certificate, against the entire Wyoming workforce, only controlled for gender and age. Data for this comparison were developed during the year immediately following graduation. Tables 8, 9, and 10 provide the annual salary earnings for college completers (grouped by age and gender) and compares those numbers to the earnings of the entire working population (controlled for gender and age). These numbers show that college completers 24 and under who work in Wyoming are earning at or above the average for their gender and age group. In the other age groups, women also are likely to earn at or above the average for their age groups. The 35 and above age group is the primary exception for females. The opposite is true for males in all age groups above 24 years.

Table 8

1996 Degree and Certificate Completers in 1997

Age	Gender	Grads	Number Working	% Working	Mean $ Grads	Mean $ all Workers
<=24	Female	139	99	71.2	$8,122	$6,845
<=24	Male	106	78	73.6	$9,929	$9,105
<=24	All	245	177	72.2	$8,919	$8,608
25-34	Female	63	41	65.1	$15,540	$11,926
25-34	Male	33	25	75.8	$13,448	$17,052
25-34	All	96	66	68.8	$14,748	$15,162
35+	Female	71	49	69.0	$15,342	$15,968
35+	Male	29	16	55.2	$26,150	$28,896
35+	All	100	65	65.0	$18,002	$23,672
Total	Female	273	189	69.2	$11,603	$10,859
Total	Male	168	119	70.8	$12,850	$16,638
Total	All	441	308	69.8	$12,085	$14,376

Table 9

1997 Degree and Certificate Completers in 1998

Age	Gender	Grads	Number Working	% Working	Mean $ Grads	Mean $ all Workers
<=24	Female	131	88	67.2	$8,240	$7,646
<=24	Male	101	71	70.3	$9,559	$9,800
<=24	All	232	159	68.5	$8,829	$9,388
25-34	Female	50	39	78.0	$11,985	$12,659
25-34	Male	33	23	69.7	$15,154	$17,897
25-34	All	83	62	74.7	$13,161	$16,014
35+	Female	70	54	77.1	$12,157	$17,018
35+	Male	19	11	57.9	$23,575	$29,997
35+	All	89	65	73.0	$14,090	$24,731
Total	Female	251	181	72.1	$10,216	$11,438
Total	Male	153	105	68.6	$12,253	$17,206
Total	All	404	286	70.8	$10,964	$15,254

Table 10

1998 Degree and Certificate Completers in 1999

Age	Gender	Grads	Number Working	% Working	Mean $ Grads	Mean $ all Workers
<=24	Female	148	106	71.6	$9,981	$7,301
<=24	Male	85	57	67.1	$10,489	$9,537
<=24	All	233	163	70.0	$10,159	$9,001
25-34	Female	68	58	85.3	$17,128	$13,058
35-34	Male	43	34	79.1	$20,446	$18,160
35-34	All	111	92	82.9	$18,354	$16,120
35+	Female	70	49	70.0	$16,917	$17,419
35+	Male	25	19	76.0	$21,253	$30,534
35+	All	95	68	71.6	$18,128	$25,128
Total	Female	286	213	74.5	$13,523	$11,148
Total	Male	153	110	71.9	$15,425	$17,558
Total	All	439	323	73.6	$14,171	$15,057

There are several potential explanations for this pattern of disparity among the men and women who attend Casper College. First, the college has several

health related fields that attract primarily women students and upon completion of these programs the students immediately enter their chosen field and are making substantial income. Secondly, the statistics do not exclude those students who continue their education at the University of Wyoming, the only State supported four-year college or university. They will appear in the wage record data if they are working part-time while continuing their education and major increases in earning power will not be realized until these students begin working full-time.

Another possible explanation is that those individuals who were in the 25-34 and the 34 and above age groups were likely to have been either unemployed or underemployed individuals prior to entering college and when they enter the job market they are making more money than previously but cannot make up the impact that years in the job market have on earning power.

The need to account for this difference necessitated a reexamination of the wage record data to attempt to determine the true effect that attending Casper College might have on a person's earning ability. This led to redefining the parameters for inclusion in the control groups taking additional variables into consideration as discussed by Bullard (1999). Therefore, in addition to gender and age the control groups were also separated by wage groups based on the average quarterly wages of the graduates for all quarters worked prior to graduation. For example, a graduate working only four quarters prior to graduation (not necessarily consecutive quarters) earned a total wage of $4,000 for those four quarters would have an average quarterly wage of $1000 and would be placed in the appropriate wage group. The ranges of the wage groups

were determined by creating five equal groups in SPSS (Statistical Program for Social Sciences). A sixth group ($6,000 and up) was added because it was determined after examination of the graduates data that less than one percent of the graduates made over $6,000 on average prior to graduation. Table 11 provides the comparisons after revising the criteria for the control groups. It shows average earnings for the graduates and for a paired control group for several quarters before graduation from college and for several after completion of a course of study. Though students were tracked more quarters before graduation and additional quarters after graduation the –10 to +8 range was used to allow for ease in comparison between the years.

Table 11

Quarterly Wages for Control and Graduate Groups
Yearly and Total

Earning periods before & after Grad date	1996		1997		1998		Total	
	Cont	Grad	Cont	Grad	Cont	Grad	Cont	Grad
-10	$2667	$2635	$2583	$2401	$2636	$2401	$2533	$2476
-9	$2356	$2587	$2524	$2409	$2577	$2182	$2490	$2383
-8	$2613	$2535	$2700	$2574	$2806	$2728	$2714	$2615
-7	$2633	$2465	$2819	$2393	$2926	$2535	$2801	$2469
-6	$2535	$2527	$2738	$2254	$2799	$2436	$2696	$2412
-5	$2505	$2400	$2667	$2258	$2874	$2215	$2698	$2291
-4	$2701	$2850	$2917	$2952	$3127	$3035	$2931	$2946
-3	$2752	$2662	$3000	$2335	$3289	$2368	$3035	$2452
-2	$2643	$2340	$2877	$2332	$3110	$2440	$2893	$2373
-1	$2620	$2072	$2907	$2291	$3097	$2385	$2885	$2245
0	$2945	$3322	$3202	$3239	$3432	$4094	$3204	$3570
+1	$3052	$3560	$3403	$3590	$3666	$4191	$3384	$3807
+2	$3072	$3634	$3336	$3730	$3559	$4126	$3331	$3850
+3	$3242	$3954	$3499	$3681	$3774	$4672	$3513	$4138
+4	$3292	$4431	$3749	$4318	$4070	$5239	$3782	$4702
+5	$3716	$4723	$4048	$4287	$4273	$6075	$4017	$5101
+6	$3549	$4612	$3776	$4377	$4110	$5772	$3827	$4992
+7	$3741	$5798	$4049	$4441	$4209	$5778	$3998	$5426
+8	$3913	$5206	$4396	$4660	$4371	$5938	$4187	$5327

These data present a true picture of the impact that attending college has on the earning power of a student. During the ten quarters prior to graduation, students attending college are earning total wages very close to those earned by individuals not attending college. Immediately after graduation (zero in the figure) wages for the Casper College graduates surpass those of the control group and remain higher for each quarter thereafter. This point is even more obvious when seen in graph form as indicated in Figures 1, 2, 3, and 4. These figures also show the data that were collected beyond the extremes provided in the previous tables.

Figure 1

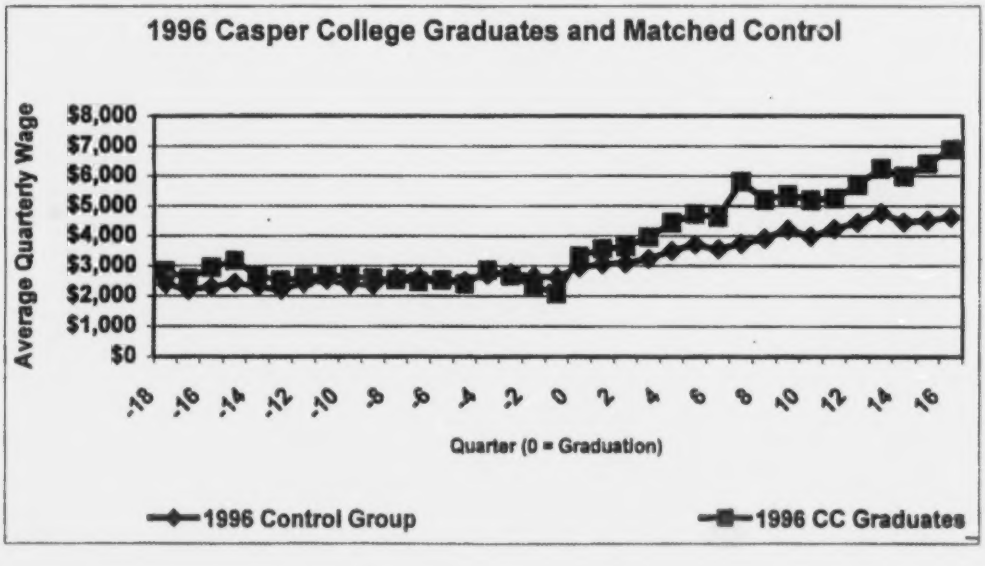


Figure 2

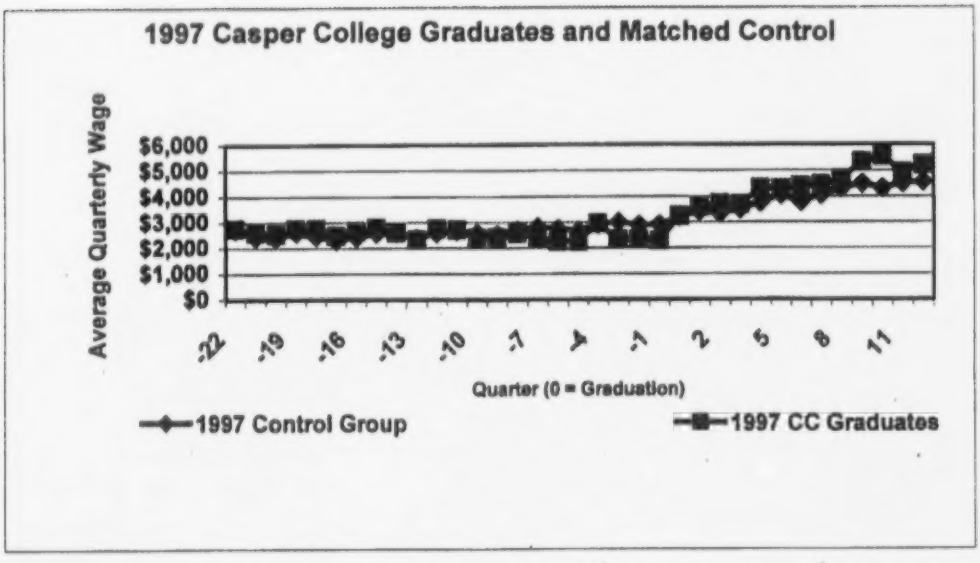


Figure 3

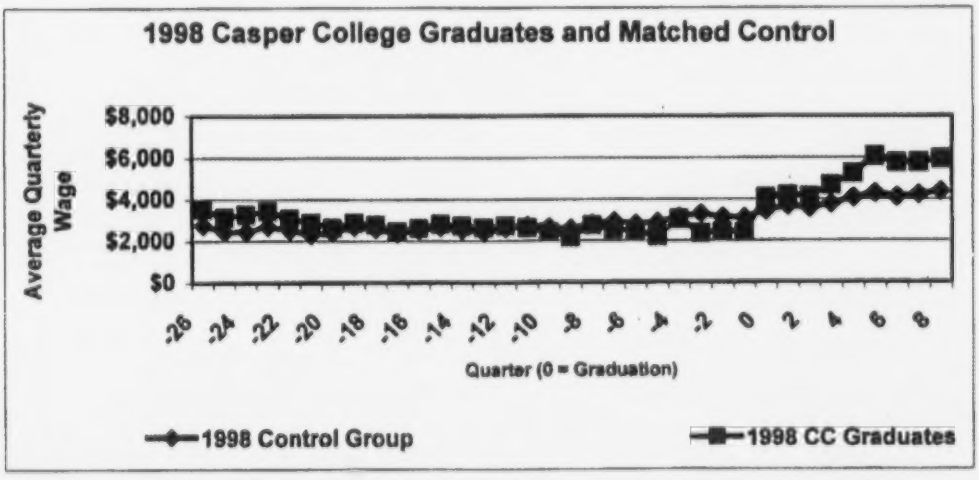
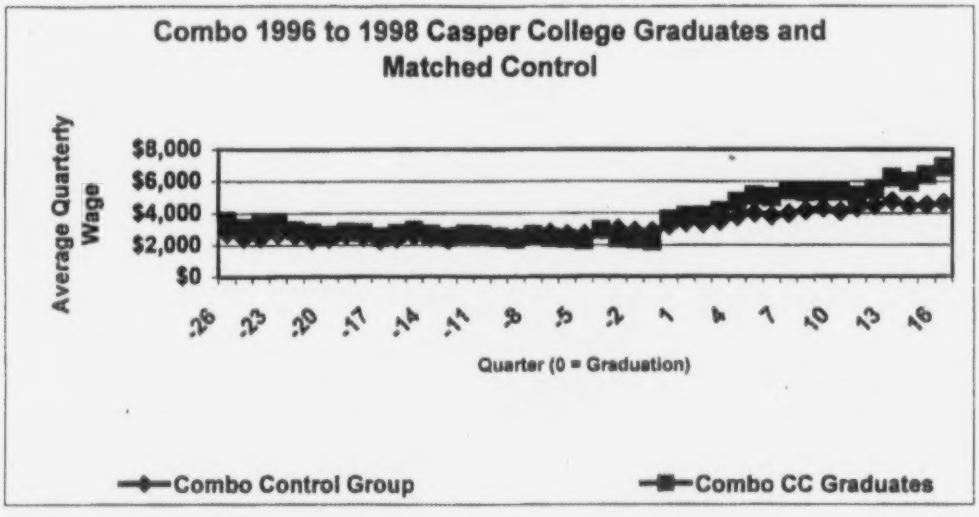


Figure 4



WHAT IS THE IMPACT

Two years (eight work quarters) after graduation from Casper College students who completed their studies in 1996 and entered the labor market in Wyoming earned $39,240 or an annual average income of $19,620. The control group for the same graduating class earned $30,522 or an annual average income of $15,261. The increase in earning power for the Casper College graduates represents an adjustment in earning power of 56.7%. For the control group, that increase in earning power was only 32.9%. The value added to the earning power of the students graduating from Casper College in 1996 during the eight quarters after completion was $8,718.

Earnings for the graduates of the class of 1997 two years after graduation totaled $36,323 for an average annual salary of $18,161.50. The control group for this graduating class earned $33,458 during the same eight quarters for an

average annual income of $16,729. The increased earning power for this Casper College graduating class represents an increase of 43.9%. The increase for the control group was only 37.3%. Though the difference between the two groups was less for the 1997 graduates than for the 1996 graduates the value of obtaining a degree can still be placed at $2865 after just two years.

Eight quarters after graduation from Casper College the class of 1998 that entered the Wyoming job force had earned a total of $45,885 or an annual income averaging $22,942.50. The control group for that graduating class earned $35,464 for the same two-year period for an average annual wage of $17,732. The increase in earning power for the Casper College graduates represented a 45.0% enhancement. The control group wages increased 27.4% over the same period. The impact on earning power for this graduating class represents an increase of $10,421.

When the three graduating classes are treated as a single cohort they earned an average of $40,913 during the following eight work quarters an annual average income of $20,456.50. When the control groups are also treated as a single cohort their combined earnings for the same eight quarters of work averaged $33,243 for an average annual income of $16,621.50. The increase in the income for the college graduate group represents an adjustment of 49.2% additional funds. For the control group the wage variance is equal to a 30.7% increase. The positive impact to the earning power of the college graduates averaged $7,670.

The above data clearly indicate that completing a course of study at Casper College does have a positive impact on the earning power of those who graduate. Figures I, 2, 3, and 4 show that the impact is immediate and that it increases over time, growing to as much as $10,421 after eight quarters of work. The average for all graduating classes was shown to be $7,670 more than the control groups.

HOW THE IMPACTS COMPARE WITH LEGISLATOR PERCEPTIONS

The data presented in Table 11 and Figures 1, 2, 3, and 4 tend to show that there is a clear and convincing benefit to graduating from a community college, specifically Casper College. That benefit starts immediately after graduation and increases over time. These figures tend to serve as a basis on which the perceptions held by legislators who were classified as falling into this category are accurate.

Tables 8, 9, and 10 present data that tend to support both the graduated and qualified benefit perceptions held by some of the Natrona County legislators. When compared to the entire working population, graduates 24 years of age and less make more money than the control population. Also, women graduates tend to earn salaries closer to the average of their control groups than their male counterparts do. This seems to indicate that women are more likely to see immediate monetary rewards for completion of a course of study than their male counterparts.

Data generated from wage records alone do not tend to prove or disprove legislator perceptions concerning the role that Casper College plays with job training skills. Likewise, wage record data alone do not provide any information about the relationship between the cost of attending Casper College and the ability to gain financially after graduation.

References

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